Northern Regional Hub-funded project

OLA: Supporting learners for New Zealand work readiness – Tool kete and implementation handbook

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Overview of the OLA Development Process for Existing Programmes

Step	Phase	What	Who
1. Introduction	a	Introductory meeting re the OLA Vocational Training Model	Senior management of a provider organisation
	b	Organisation of project	As above and department heads
	c	Introductory seminar re the OLA Vocational Training Model	Departmental staff (managers, trainers, administrators)
	d	Gap analysis against OLA principles and best practices/resources	As above + additional stakeholder groups e.g. whānau, employers, government agencies, professional bodies etc.
	e	Development plan	Departmental staff (managers, trainers, administrators) Signed off by departmental head
		↓	
2. Implementation	a	Using development plan, make agreed changes for improvement	Departmental staff (managers, trainers, administrators)
	b	Carry out agreed changes for improvement	Departmental staff (managers, trainers, administrators)
	c	Record changes with impact statements	As above
	d	Discuss progress on a weekly basis	As above (+ project managers on a fortnightly basis?)
	e	Adjust development plan as necessary	As above (+ project managers on a fortnightly basis?)
		↓	
3. Assessing performance	a	Debrief with stakeholder groups; particularly managers, trainers, administrators, and students	As above (+ project managers on a fortnightly basis?)
	b	Review daily diary of each staff member	Departmental head + Project managers
	c	Collate all findings	Project managers
	d	Evaluate developments against plan	Project managers, departmental managers, staff
	e	Write report with recommendations	Project managers with input from departmental managers, staff
		↓	
4. Improvement	a	Use report to monitor changes	Project managers with input from departmental managers, staff
	b	Extend development plan based on effectiveness of the changes and changing environment, requirements	As above

	c	Consult key stakeholders	Departmental manager
	d	Participate in 6 monthly review of development	Project managers, departmental managers, staff
	e	Adjust best practices Extend development plan as required	Departmental managers, staff, project managers (if required)

Introduction

The name OLA was gifted to this training model over several years through discussions with Pacific team members involved with the original training programme. The meaning of OLA varies across the Pacific but common meanings are 'life, harvest, outcome'. In the context of Samoa OLA I Fanua meant 'Living in the Land' and in Tonga the name OLA 'o e Fonua' means 'Harvest of the land'. The name of the training model has since been shorted to OLA which in both countries means 'life'.

The purpose of this manual is to resource managers, lecturers and administrators to deliver OLA as part of Floristry training at MIT. It includes the gap analysis findings that was based on best practices identified through OLA Tikanga.

The essential elements of OLA have been retained, in particular the emphasis on providing a framework for discussion of stakeholder needs, identifying shared goals, and using best practice to bring students into a greater sense of their own voice and responsibility for their educational achievement.

The OLA Vocational Training Model

- Organisational, departmental , programme, individual and systems development

- Based on the NZ ITO training model and transformational Freireanpedagogy

- Adapted as a portable, flexible, international training and educationproduct

- Resulting in quality training and 'work ready' graduates.

OLA Whakapapa

New Zealand and off shore Pacific projects were led by Christine Newland initially under the former NZ Horticulture, then the Primary Industry Training Organisations and later independently were funded by a range of organisations including the ITOs, the New Zealand Ministries of Social Development and Foreign Affairs and Trade (MFAT), and the Australian Department of Foreign Affairs and Trade (DFAT). The projects were carried out through partnering arrangements with New Zealand and Pacific project teams, educational consultants, education provider organisations, advisory groups, government agencies and employers.

- Across Pacific states from 2009 – 2015, NZ Horticulture then Primary Industry Training Organisation research projects based in New Zealand identified across the Pacific a need for increased productivity in domestic and commercial agriculture/Floristry, the need for upskilled people, a lack of practical training provision, no access in practical training provision to internationally recognised qualifications, and the lack of entry level or foundation level practical training in NZ or elsewhere

- The development and a vocational training system is based on the NZ industry training system but adapted and developed through findings from research projects and pilots to better meet the needs of different stakeholder groups e.g. employers from NZ and the Pacific states and Pacific learners

- The successful piloting of the OLA training model in New Zealand in 2010, in Samoa and Tonga in 2012 and 2013 under the New Zealand Ministry of Foreign

Affairs and Trade, in Tonga in 2015 and again in Tonga under the Australian Department of Foreign Affairs (DFAT) and the University of Queensland resulted in support for the establishment of the model 'in country' expressed by the Tongan and Samoan Governments. DFAT funding and successful outcomes of a further OLA project led to the Tongan Government establishing the model permanently to support vocational training of seasonal workers.

- In 2017, under Skills International, and MFAT the OLA training model was adapted to meet the needs of APEC Protocol and Liaison Officer Training for the Government of Papua New Guinea.

- In 2018 with Ako Aotearoa funding, OLA has been extended and refined and successfully piloted at Manukau Institute of Technology (MIT).

OLA Goals

- Organisational acquisition of a portable and flexible, quality focused, vocational training model

- Training that meets the unique training needs and culture of a particular group, level, industry, of context

- Establishment of robust relationships with key in country government and non-government stakeholders

- Market driven training resulting in work ready graduates

- Front end external support and expertise leading to increase in country /organisation capacity

- Locally ownership and development

- Upskilled staff

- Improved resources

- Integrated, developmental, practical training

- Sustainable, quality vocational training

- Organisational commitment to organisational change using the OLA vocational training model

- Adequate resourcing to cover the costs of implementing and reviewing the identified changes

- Improved learning and employment outcomes

- Positive feedback from industry on the effectiveness of the training

- Capacity building

  - External project team leading to self-management by MIT

  - Increased involvement in training design, delivery, monitoring and evaluation by key stakeholders including MIT Staff, students, Whānau, employers and groups

- Comprehensive trainer and trainee support

- Quality systems and infrastructure that reflects compliance requirements of MIT, NZQA and standard setting bodies

- Capacity building through a three tier practical training programme at management lecturer and administrator levels

- Training that leads to seamless training and qualification pathways

- Increased department and individual leadership in organisational change

- Evaluation and review leads to improvements to the organisation and the OLA vocational training model

OLA Tikanga

- Bespoke training that meets different stakeholder needs

- Industry feedback to Identify training needs and inform the design of programme content

- Holistic programme design and delivery

- Respect and integration of local mores, protocols and systems of the in-country group and culture

- Cultural intelligence

- Use of existing expertise, systems and infrastructure – building on what works

- Professional development

- Dialogue/communication learning and training focus

- LLN testing to measure learner capability and skill development at the front and end of the programs

- Equal relationships between the trainer and the trainee i.e. Lecturers learn and students teach

- Use of the enquiry learning method, investigative techniques through an interactive approach to delivery

- Skills organised under modules or themes and matched to unit standards or non-unit standard topics

- Skill development that is logical and practical

- Interactive and practical delivery methods

- Training and assessment conducted in industry settings to acquire knowledge and skills and evaluate competency

- Recognition of skills and access to formal qualifications including the recognition of current competency and prior learning

- Quality systems that ,meet the compliance requirements of standard setting

bodies

- Evaluation and research based systems to measure success and support continuous improvement

- Effective project management

OLA Three Tiers of Capacity Building – Training of Managers, Lecturers and Administrators

The three tiers of training for managers, lecturers and administrators are based on the same programme but adapted to meet the different learner needs. This is a key feature of the OLA training vocational model so participants can understand and practice the model so it becomes owned and adapted by them.

Three Tier Training includes:

- Organisational and individual roles and areas of responsibility

- MIT aims

- OLA Training Model – best practices, gap analysis, development planning, implementation and monitoring and review

- Project and individual planning and implementation

- Tracking and monitoring

- Professional development.

Step 1: Indicative Timetable

Week	1–3	4–10	11–15	16–18	19–20	
	Step 1 Introduction	Step 2 Implementation	Step 3. Accessing Performance	Step 4 Continuous Improvement	Debrief	
	Recap and gap analysis	Planning	Making changes	Measuring the effectiveness of change	Completed changes	Changes in progress
Training Agenda	PD: i. – OLA Vocational Training Model – an integrated, portable, flexible, training resource ii. – Individual and group gap analysis exercises (paper or online) iii.– Personal and departmental Development Plan	PD: i. – The development plan as a training, and resource Application of development plans Use of resources Use of dialogue and language in training – OLA as a transformational tool Working towards excellence Implementing the development plans for training delivery and quality systems	PD: i. – Monitoring and evaluation – The OLA Vocational Training Model development process and experience – Improvements and challenges	PD: i. – Debrief re the OLA Vocational Training Model development process ii.– Continuous improvement iii. – Capacity building–		
Actions, tier 1	Managers: Completion of individual development plan	Managers: Completion of daily diary to record implementation of development plan Management of the plans, working with staff to make any adjustments	Managers: Checking/ collating findings from daily diary to measure the effectiveness of the changes Organising regular meetings to share findings with staff (trainers and administrators, students, other departmental staff, and whānau employers, professional bodies, etc.	Managers: Organising, debrief and opportunities for reflection and planning		

Actions, tier 2	Tutors: Completion of individual/departmental development plan	Trainers: Completion of daily diary to record implementation of development plan Adjusting plan as required	Trainers: Checking collating findings from daily diary to measure the effectiveness of the changes	Trainers: Debrief, reflection and planning	
Actions, tier 3	Admin: Completion of individual development plan	Admin: Completion of daily diary to record implementation of development plan Adjusting plan as required	Admin: Review of daily diary to evaluate implementation of development	Admin: As above	

1-a. Introductory meetings

This section includes the outcomes and agenda for introducing OLA to stakeholders, including management.

1-b. OLA project agreement

This section includes the project details, aims and objectives agreed with stakeholders, including management.

1-c. Introductory training

This section includes the lesson plan for introductory training for stakeholders, including management.

1-d. OLA Tikanga Gap Analysis Findings

This section is determined by participant responses to the surveys in the Appendix, collated by project leaders.

Staff responses to OLA Tikanga survey
o
o
Student responses to OLA Tikanga survey
o
Employer responses to OLA Tikanga survey
o
Whānau responses to OLA Tikanga survey
o

1-e. OLA Development Plan

This section is determined by analysis by all participants, to above collations by project leaders.

Department:_____
Programme:_____
Date:_____

Tikanga Staff Responses 60% or lower*	What – Milestone	When – Due Date	Why – Target	Who	How – Resources	Where – Evidence
1.						
2.						
3.						
4.						
5.						

*The gap analysis questionnaire was completed by_____on_____

Step 2: Implementation

Following the gap analysis findings, and the report on the areas requiring improvement:

- Develop a work plan as a team and individually to organise the implementation of each improvement

- Keep a diary of the changes

- Once the changes have been completed

- Evaluate the impact of each change

- Evaluate the effort required to make the change

- Record any recommendations for further changes/improvements

2-a.i. Capacity Building Departmental Work Plan (in order of priority)

This section is determined by participant analysis per department, to above collation by project leaders.

Departmental selection of priority areas to work on

Best Practice #	Required Improvements	Details	Who	Timeframe Planned and Actual		Milestones	Required Inputs	Required Resources	Evidence	Comments
BP 1										
BP 2										
BP 3										
BP 4										

etc.

Key:

Completed	Progressing

2-a.ii. Capacity Building – Individual Work Plan

Name of Staff Member: _____
Department: _____
Programme: _____

Date: _____

#	Summary of Improvements Required	Details	Resources required	Timeframe	Milestones	Indicators	Completed X/	Recommended next steps

2-b. Sample Diary – Implementation of the OLA Vocational Training Model Development Plan

Name of Staff Member: _____

Department: _____

Programme: _____

Date: _____

Week 1	Day 1									
	Session 1		Session 2		Session 3		Session 4		Summary of change process	
	Changes	Comments	Changes	Comments	Changes	Comments	Changes	Comments		
Day 1										
2										
3										
4										

2-c. Summary of Changes

Department: _____

	Change	Date of Completion	Person Responsible	Benefit	Challenge
1					
2					
3					
4					

2-d. Department Development Plan (Based on Change Outcomes)

	Task	Who	Milestone	Outcome	Evidence	Completion Date and Sign-off
1						
2						
3						
4						
5						
6						
7						

2-e. 6 Monthly Plan Adjustment

	Agreed Change to Plan	Why	Who	Review Milestone	Outcome	Evidence	Completion Date and Sign-off
1							
2							
3							
4							
5							
6							
7							

Step 3: Assessing Performance

3-a. Summary of Organisational Development Achieved based on Gap Analysis

M#	Improvements	Impact. For each improvement circle the perceived level of positive change: 0 = no change, 1 = limited change 2 = some change 3 = considerable change 4 = significant change	Effort For each improvement circle the perceived level of effort required to make the change: 0 = no change, 1 = limited change 2 = some change 3 = considerable change 4 = significant change	Comments	Date
M1					
M2					
M3					

Key:

Further development recommended	No further development recommended

Recommendations

Key: 3-b. Management Reflections

OLA Vocational Training Model Management Reflection Questions and responses, 23 November 2018.					
Please tick the box for the best practice under each **Tikanga,** where 1= strongly disagree, 2= disagree, 3=agree, strongly agree=4	**1**	**2**	**3**	**4**	**Evidence statement**
1) The resources were appropriate					
2) The management of our OLA project met our needs					
3) There is a clear need for us to use the OLA approach again					
4) We would make changes to the OLA development process next time					
5) The development goals we chose have been at least partially met					
6) We expect /or know that the development goals that we chose will be reflected in our outcomes and statistics					
7) I would recommend the OLA training model to colleagues					
8) Any reflection on how the OLA training model would be applied in the future: I would like to see it rolled out into other areas of MIT					
9) Any reflection on how you would change the OLA development process: Perhaps to have a few more regular short stakeholders to keep the team focused					
10) Any reflection on the ways OLA could benefit your area of training: It really brought the team together to focus on what they could improve on.					
11) Any reflection on how OLA can benefit MIT: Definitely to be used by the Pasifika Development Office to identify areas on focus in other parts of MIT for improved retention and success.					
12) Any reflection on the future of the OLA training system: I'm keen to continue to engage with OLA going forward.					

3-c. Collated Changes

Step	Theme	Actions	Summary of Changes
1	Introduction	Recap and gap analysis	
2	Implementation	Planning	
3	Accessing Performance	Measuring the effectiveness of change changes	
4	Continuous Improvement	Measuring the effectiveness of change	
5	Debrief	Completed changes and changes in progress	

3-d. Evaluating changes against targets

	Targets	Changes	Outcomes	Comments
1				
2				
3				

3-e. A report on the organisational development process using the OLA training model and outcomes

Step 4: Continuous Improvement

4-a. Using the report to monitor changes

Completion of the OLA Vocational Model Development 20-week Development Process

- OLA Tikanga has been used as the base line for the development of gap analysis questionnaires.

- Your feedback from informal discussions and from the findings obtained from the gap analysis questionnaires was collated

- A development plan based on the collated finding from your feedback was organised, adjusted as necessary, agreed to and implemented.

- The development plan was implemented using a project management system with, tasks, milestones outcomes, evidence requirements and timeframes.

- You modified the development plan when necessary through the process.

- You then worked with your team and evaluated the changes.

4-b. Extended plans

Following the completion of the OLA development process, organisational and/or departmental plans are extended to capture identified long term changes.

4-c. Consult stakeholders on the plan

Following stakeholder consultation the plan is revised as necessary so that stakeholder training needs continue to be met.

4-d. Adjust best practices based on findings and achievements

Based on the findings of the OLA development process, best practices are reviewed and revised. This process involves 3 Tier training (lecturers, administrators and managers) and further dialogue/consultation with internal and external key stakeholders.

4-e. Organise 6 monthly review of development

A six-monthly review of the development involving all participants ensures that completes the OLA development process and establishes a baseline for further development either within the same department or elsewhere.

The Next Phase

The next phase of the OLA Vocational Training Model is to monitor and review the changes over an agreed timeframe and to organise another gap analysis.

Potential applications of the OLA vocational training model

You could use the findings to inform professional development, programme development, and/or to compare the findings from the OLA vocational training exercise with other departments that that have also completed a similar exercise.

The model could be applied organisation-wide or used to address the issues related to poor performing or high performing programmes to find out why. It could also be for programme review and as part of self-assessment in NZQA External Evaluation and Review events. The potential of the application is only limited by your imagination

Alkimi Consulting and QED Associates.

Version Control

Note that changes to the OLA model are made and approved by OLA.

Changes	Page	Who approved	Date	Version

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Appendix

1.   Tikanga gap analysis for teaching staff

Please tick the box for the best practice under each Tikanga, where 1= strongly disagree, 2= disagree, 3=agree, strongly agree=4

1. There is an underpinning pedagogy to drive training

1.a) There is a community/whānau connection

1.b) Use of existing systems/local experts

1.c) There is some LLN and language focus using enquiry techniques and dialogue

1.d) There is a holistic and integrated approach

1.e) Content is organised thematically

1.f) Content is organised from the self to the outside

1. Any reflection on how this principle could be developed:

2. There is effective management of training

2. a) Training reflects the government strategy

2. b) Training reflects the strategic and business plans objectives of your organisation

2. c) Effective governance and management systems are in place e.g. an advisory board to provide advice on your training and programme

2. d) Adequate funding and resources cover the needs of the programme

2. e) A robust communication strategy is in place e.g. meetings, professional development, mentoring and supervision etc.

2. f) Adequate lead-in time to organise and prepare the programme, including timetabling, contracts and resources

2. g) Adequate & appropriate organisation and resources for the programme are available

2. h) Uses the advice of external stakeholders as part of management and governance

2. Any reflection on how this principle could be developed:

3. Training meets the needs of key internal stakeholders including learners

3. a) Training meets the needs of learners – i.e. learners encouraged to feel safe in articulating their ideas and opinions

3. b) The currency of the content of the programme is reviewed regularly and includes feedback from key internal stakeholders – e.g. learners, tutors, support staff, etc

3. c) A developmental approach from simple to complex, and practical application of knowledge and the development of practical skills follows theory

3. d) Programme content is holistic and integrated – required life skills are mixed with specialist/industry skills

3. e) Programmes are focused on providing access to qualifications and further training and or employment pathways

3. f) Use simple language particularly for ESOL learners

3. g) Learning environments encourage learners to feel safe – learner centred training

3. h) Deliver classes using some languages, metaphors, symbols, examples that reflect cultural groups represented in class cohort

3. i) Positive staff students relationships – achievements are celebrated

3. Any reflection on how this principle could be developed:

4. Training meets the needs of key external stakeholders including industry, Whānau, Groups, etc.,

4. a) Priority training needs are identified through feedback from with key stakeholders e.g. employers and learners to inform the design of each programme

4. b) The currency of the content of the programme is reviewed regularly and includes feedback from key stakeholders

4. c) Programme content is holistic and integrated – required life skills are mixed with specialist/industry skills

4. d) Programmes are focused on providing access to qualifications and further training and or employment pathways

4. e) The inclusion, respect and integration of the local mores, protocols and systems of key stakeholder groups and culture

4. Any reflection on how this principle could be developed:

5. Trainers are fully knowledgeable and skilled in the delivery of their programmes

5. a) Suitably qualified staff are appointed

5. b) 3 Tier approach to OLA training – Training of managers, trainers and administrators

5. c) Support systems for staff are in place e.g. training and mentoring

5. d) Culturally appropriate delivery methods applied i.e. Knowledge and skills are meaningful, using bi-lingual delivery (if appropriate) use of indigenous metaphors, symbols, examples, use of cultural models

5. e) Adequate time is allocated for students to complete assignments & understand learning material

5. f) Provide leadership in resolving any conflicting advice or feedback given

5. g) Trainers use non-confrontational management techniques

5. h) Trainers are empathetic, caring, respectful, patient "Go the extra mile", show passion to enthuse and motivate, persevere with challenges

5. i) Visual aids incorporated into teaching, encourage understanding, analytical ways of thinking, collaborative methods and practical learning techniques

5. Any reflection on how this principle could be developed:

6. Quality administration reflects the compliance requirements of external agencies

6. a) Quality standards of the umbrella provider organisation are embedded in the training

6. b) Quality systems used reflect the policies and procedures in the QMS – and

6. c) The policies and procedures in the QMS reflect best practices and what happens

6. d) Implement identified OLA best practices in all areas of training e.g. programme development, resourcing, delivery, administration, monitoring and review

6. e) Administrators are fully trained

6. f) All staff participate in development and implementation of the QMS

6. g) Policies are reviewed regularly

6. h) Changes are agreed to by all staff

6. Any reflection on how this principle could be developed:

7. Delivery of training is effective

7. a) Practical interactive work based training

7. b) Skill recognition and Recognition of Current Competency (RCC)

7. c) LLN techniques woven through teaching and learning processes.

7. d) Communicate key information in a variety of ways, both verbally & using other methods e.g. practical sessions, diagrams, film clips

7. e) Training resources are of high quality and cover the needs of the programme

7. f) The use of technology (mobile phones) enhances the effectiveness of training e.g. in administration, assessment and moderation, and as a Cloud based real time C.V

7. g) Exercises e.g. Summarising / putting into own words what has said, elaborating on what has been said, relating the content to own experience, providing examples to clarify a point, making connections between related issues

7. h) Important concepts and information are broken down into bite-sized pieces,

7. i) Lesson plans are designed to prepare and deliver the programme

7. Any reflection on how this principle could be developed:

8. Trainees cope with the demands of the training programme

8. a) Training is learner driven

8. b) LLN testing takes place prior to entry to the programme – as entry criteria and to inform delivery and at the end of the programme to measure changes in LLN score

8. c) Pre-training interviews are conducted with each candidate, and used to develop training plan and agreement/pathway

8. d) Non-confrontational behaviour is used by trainers, and clarify requirements of assignments, and assessments, etc

8. e) Appropriate learning and personal support are used to resolve conflict, provide advice e.g. on the requirements of assessments

8. f) Training agreements effectively track student progress, student interviews, feedback

8. g) Robust support systems are in place

8. h) A comprehensive system tracks and manages learner progress

8: Any reflection on how this principle could be developed:

9. Feedback is used for continuous improvement to training and project management

9. a) Information is gathered on priority training needs

9. b) Feedback informs content of the training to ensure training meets industry and learner needs

9. c) Feedback gathered is used to monitor effectiveness of the programme

9. d) Data collection provides accurate information on learning outcomes

9. e) Feedback and findings are used for continuous improvement

9. f) Ongoing involvement of key stakeholders results in feedback on the effectiveness of the training

9. g) Stakeholder representatives are in programme advisory groups as a consultation channel

9. h) Best practices are shared with others

9. Any reflection on how this principle could be developed:

10. Organisational development is carried out effectively

10. a) OLA training model and development process are part of the organisations self-assessment process – e.g. apply standards and findings to KEQs

10. b) Project management techniques are applied to organisational management

10. c) Development needs are identified through gap analysis and identified best practices that are used as baseline measurement tools

10. d) Development plans are based on gap analysis findings

10. e) Changes are implemented in a managed and planned process

10. f) There are clear milestones, outputs, tasks, budget, & outcomes, roles and responsibilities

10. Any reflection on how this principle could be developed:

2.   Tikanga gap analysis for whānau

1.   As Whānau of an MIT student, you are given opportunities to discuss your whānau member's training needs

2.   Your feedback on training needs is used to improve the training of your whānau member

3.   The programme content is a useful combination of life skills and specialist or industry skills

4.   The programme is focused on giving your whānau member access to a qualification and further training and/or employment pathways

5.   The programme is inclusive and respectful, and integrates some cultural protocols and systems of your whānau

3.   Tikanga gap analysis for students

1.   You were asked to complete a training plan and contract so that expectations were clarified

2.   You feel safe to articulate your ideas and opinions and to ask for help if required

3.   You can give feedback on the effectiveness of the training through regular interviews with your teacher

4.   Learning progresses logically e.g. from simple to complex, learning bite sized chunks of information at a time, focusing on you at the start of the training then increasingly focusing on the workplace, with opportunities for practical application of theory.

5.   It is a holistic and integrated training programme – life skills are mixed with specialist/industry skills.

6.   There is a recognition of your skills, and you have access to qualifications and further training and/or employment pathways

7.   Lessons include familiar language and at least some symbols or examples that reflect students' cultures

8.   Positive staff students relationships – achievements are celebrated

9.   You get enough time to complete assignments

10.   The training prepares you for the workplace or possibly further training

4.   Tikanga gap analysis for employers

1.   Priority training needs including industry skills are required in your workplace or organisation

2.   Priority training needs including living, learning and employment skills are required in your workplace or organisation

3.   As an employer you will participate in seminars about the training

4.   As an employer you will be involved in the content of the programme through regularly meetings and review of course information

5.   Programme is focused on providing access to qualifications and further training and or employment pathways

6.   Programme includes, respects and integrate some of the mores, protocols and systems of the local groups and cultures

7.   The name of your business/group

8.   Your position or title in your business/group

9.   The main activities of this business or group

10. The number of employees in your business/group

**Nā āheitanga ā-mātauranga,
ko angitū ā-ākonga**
Building educational capability
for learner success

AKO
AOTEAROA